Learning Results Implementation

Process and Protocol
For
School Administrative Unit Review
Site Visits

Fall 2005

Revised 10/6/2005

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www.state.me.us/education/lres/saureviews/

Additional Considerations for SAU Review

1. **Use of Self-Assessment Tool for SAU Visit**
    The DOE Team will explore the implementation of MLR and the Local Assessment System across the SAU, not school by school. However, school specific information is a building block for the overall snapshot of the SAU and can be used various ways as the self-assessment tool is being completed. For example, the SAU may gather information and evidence from teachers and administrators at each school in order to create an aggregate profile on the SAU's implementation per the three core standards; the SAU may want to annotate the self-assessment tool accordingly (e.g. , by color coding or notes) as a way of knowing- both for the SAU visit and for future planning- the status of implementation by school.

2. **Recommended Documentation**
In order to narrow the focus of evidence presented, the SAU have been asked to present critical documentation such as written curriculum aligned to Maine's *Learning Results,* sample unit plans and lesson plans, and professional development calendars. These documents should be representative of the work described in the indicators and should reflect various grade spans across the SAU.

3. **Conflict of Interest**
Maine is a small state and we recognize that some DOE Team members- both DOE staff and external members- may have relationships with SAUs that make it more appropriate for them not to be on the DOE Review team for that SAU's visit. If this applies to you please contact your SAU chair.

SAU Review Visits
SAU Team Preparation

Before the Visit	Information Needed During the Visit	Information Collected
- Complete Self-Assessment tool including responses to focus questions. - Prepare 4 copies for DOE Team members. - Complete Self-Assessment Data Collection Form. - Complete Concluding Conversation Data Worksheet and prepare 4 copies. - Participate in a phone call with the DOE team chair at least two weeks prior to the visit to confirm meeting, discuss logistics, and ask any questions. - Arrange meeting space where SAU visit will take place. - Arrange for lunch to be held as close to the meeting room as possible. DOE will reimburse the SAU for lunch costs. - Provide written directions to the meeting space	- Copies of the completed Self-Assessment tool for DOE team members (4 copies). - Labeled supporting evidence to support placement on the SAU Self-Assessment. - Copies of completed "Concluding Conversation" data sheet with Next Steps/ Corresponding Technical Assistance Needs (4 copies). - Copies of Teacher/Principal Survey results for SAU team member.	- SAU's completed Self-Assessment tool for standards 1-3 including focus questions responses. - SAU's completed Self-Assessment Data Collection Form. - SAU's completed Concluding Conversation Data Worksheet. - SAU's completed SAU Self-Assessment and Review Team Participants Form. - Copy of the Teacher/Principal Survey Results

SAU Review Visits
DOE Team Preparation

Preparations Before the Visit	Information Needed During the Visit	Information Collected By Team Chair
- SAU visit dates are scheduled by Jennifer Pooler and the superintendent is notified of the date. - DOE Team Chair contacts superintendent at least 2 weeks prior to visit (see checklist) - DOE Team Chair reviews checklist for additional responsibilities - Other DOE team members review checklist for responsibilities (see checklist)	- DOE Review Team Member Handbook - Copy of SAU's Self-Assessment Tool - Compiled Evidence for SAU Self-Assessment available for Review. - Completed Concluding Conversation Data Worksheet. - Copies of Teacher/ Principal Survey results.	- SAU's completed Self-Assessment tool for standards 1-3 including focus question responses. - SAU's completed Self-Assessment Data Collection Form. - SAU's completed Concluding Conversation Data Worksheet. - SAU's completed SAU Self-Assessment and Review Team Participants Form. - Signed confidentiality form - Copy of Teacher/Principal Survey

SAU REVIEW VISIT AGENDA

SAU Name:_____   **Site Visit Date:** _____

DOE Team Members:

	NAME	AFFILIATION	ROLE
DOE Team Chair			
DOE Member			
External Member			
External Member			

8:00-9:00   DOE Team Meets in Work Room

9:00-9:30   DOE/ SAU Introductions, Overview of the Day (DOE Team Chair facilitates)

9:30-12:30   Presentation by SAU on Core Standards 1, 2 & 3 (including discussion of
              Teacher/Principal Survey Results)

12:30-1:30   Lunch

1:30-3:00   Concluding Conversation: Strengths, Challenges, Technical Assistance Needs, and
Next Steps

3:00-4:00   Opportunity for Expanded Conversations for Teachers and Principals

DOE Chair   Phone # _____

E mail address   _____

SAU Review Visit Annotated Agenda

8:00-9:00   DOE   Team Meeting

➢ Go over the purpose of the day (handbook)

➢ Go over the agenda for the day and review the ground rules (handbook) including:
   ✓ Note-taking
   ✓ Keeping the SAU tool clean
   ✓ Purpose of probing questions

➢ Cover the contents of the folder with team members
   ✓ Fill out travel vouchers
   ✓ Sign confidentiality form
   ✓ Explain about keeping the tool clean
   ✓ Have a conversation around the purpose of probing questions and a reminder about their role

➢ Assign roles – timekeeper, shared facilitation (prior discussion via phone for involvement)

➢ Review materials:
   ✓ Completed self-assessment tool
   ✓ Sources of evidence
   ✓ Focus questions responses
   ✓ Concluding conversation form
   ✓ Teacher/Principal survey results

9:00-9:30   DOE Team chair facilitates introductions, review of day's agenda, purpose of visit etc.

   ✓ Acknowledge the time and effort from various SAU individuals in preparing for the review
   ✓ Share the purposes of the School Administrative Unit Reviews as written on page 5 of the Self-Assessment Tool

- Provide components of a standards-based system
- Provide guidance on conducting the self-assessment
- Receive status of the implementation of MLR across the state
- Permit the Department to collect data to report to the Education Committee – Feb. 2006
- Provide a basis for eventual validation - 2006
- Identify technical assistance needs of each SAU

✓ Review day's agenda

✓ Clarify the roles of the DOE team members for the SAU School team: Chair as facilitator, the two DOE members, and the two external members. Team may chose to share the facilitation of the first three standards. A time keeper should be appointed by the chair to help keep to the established schedule. It is important to honor the established time frame for the Survey Discussion (3:00 to 4:00) but some flexibility may be given to other segments of the day.

✓ Explain that questions asked by the DOE team during the presentation of evidence will only be to clarify the relationship between the SAU's Self-Assessment placement and the evidence offered.

✓ Remind members that the conversation needs to be based in evidence and documentation. There will be time later in the day during the Concluding Conversations segment to listen to challenges and technical assistance needs.

✓ Share the information that all members of the DOE Team will have signed a statement of confidentiality regarding the SAU visit.

✓ *On behalf of the Department's Team, I'd like to thank you for what we know will be a very productive and enjoyable day. While we appreciate that you have a strong interest in the Department's feedback during these visits, we will be using this time for conversations that deepen the capacity of the SAU to identify their strengths, weaknesses and needs themselves. We'll do that through the Focus Questions on the 3 Core Standards and the Concluding Conversation this afternoon. There will be a time for Department feedback during the later validation process, which is a separate process that will be conducted next school year and in accordance with criteria that will be uniform and that you will know ahead of time, as these criteria will be part of the amendments to Chapters 125 (school approval) and 127 (diploma requirements). By waiting to give feedback then, in accordance with specific criteria, we will be able to be consistent, and not arbitrary, in our feedback.*

✓ Review what will be taken back to the DOE

- One completed copy of the SAU Self-Assessment Tool
- One completed copy of the SAU Self-Assessment Data Collection Form
- One completed copy of Concluding Conversation Data Collection Worksheet
- One SAU Self Assessment and Review Visit Participation List
- One copy of the SAU survey results

9:30-12:30 Status Check of Core Standards 1, 2, and 3

The SAU Team will use this time to make a presentation on the status of the Implementation of the *Learning Results* and the Local Assessment System, by including where they have placed themselves on the self-assessment continuum for the 3 Core Standard and the evidence they used to make these decisions. They will include their responses to the Focus Questions with any relevant evidence, along with a discussion of the Teacher/Principal Survey results on each of the 3 Core Standards.(See Survey Discussion Document page 17.)

DOE Chair or other assigned member: Facilitates a dialogue with the SAU Team following their presentation of each standard. Use the script below as a guide.

This first section will focus on the Core Standards in the self-assessment tool- Standards 1, 2 and 3.

Please discuss each standard with its indicators, providing an explanation of why you placed your SAU where you did. Make sure the explanation is supported with the evidence you used. Include a discussion of your responses to the focus questions which follow each   standard. We will need to be mindful of the time and stay focused on the task at hand to complete this review by 12:30.

9:30-10:30   Standard 1 Student Focus (3 indicators and 2 Focus Questions) (Roughly 10 minutes approximately for each part as a guide.)

DOE Chair: *Standard 1- Your SAU's self-assessment of Standard 1 Student Focus Indicator 1.1 Learning Results alignment indicates that you are at _____ on the continuum. Please discuss the rationale for this decision and provide the evidence to support the placement.*

(SAU team shares evidence. DOE members ask clarifying questions when necessary.)

DOE Chair: *Before we move on, are there any other questions from the DOE team?*

DOE Chair: *Standard 1- Your SAU's self-assessment of Standard 1 Indicator 1.2 Shared Understanding of Targets of Learning indicates that you are at _____on the continuum. Please discuss the rationale for this decision and provide evidence to support the placement.*

(SAU team shares evidence. DOE members ask clarifying questions when necessary.)

DOE Chair: S*tandard 1- Your SAU's self-assessment of Standard 1 Indicator 1.3 Student Work in Decision Making indicates that you are at _____on the continuum. Please discuss the rationale for this decision and provide evidence to support the placement.*

(SAU team shares evidence. DOE members ask clarifying questions when necessary).

DOE Chair :Move to the Focus Questions

DOE Chair: *Focus Question 1: What steps have you taken to ensure that all students have the opportunity to learn, develop understanding of and demonstrate achievement of the content standards of the Learning Results? Please discuss and explain your evidence.*

(SAU team shares evidence. DOE members ask clarifying questions when necessary.)

DOE Chair: *Focus Question 2: What steps have you taken to use the data from student work from both daily classroom work and the local assessment system to evaluate and make modifications to improve student learning? (reduce / eliminate opportunity to learn gaps) Discuss your response and explain your evidence.*

(SAU team shares evidence. DOE members ask clarifying questions when necessary. If the data from the teacher principal survey has not been woven in, it can be added to the discussion at this point using the Survey Discussion Document page 17.)

(**Repeat** this process for standards 2 and 3 and the accompanying focus questions. You may want a 5 minute break after each section of the presentation.)

12:30-1:30 **Lunch:** DOE Chair facilitates a debrief of the morning in order to identify the issues that will contribute to the Concluding Conversation
- Ask DOE team members for observations from a.m. discussion
- Review completed Concluding Conversation document
- Identify issues and /or areas that may need clarification in the upcoming discussion.
- Review the process for this for the Concluding Conversation discussion
- Review the details for the 3:00-4:00 discussion
- Clarify all roles
- Remind again – what is to be collected and what is to be left with SAU

1:30-3:00 **Concluding Conversation**

Discuss successes, challenges, and sustainability with technical assistance needs in relation to the morning presentation by the SAU, using the form "Data Collection from Concluding Conversation," previously completed by the SAU. (Identify facilitator and timekeeper)

DOE Chair: *We will now discuss your Successes, Challenges, and Sustainability with the technical assistance needs. We will use the form itself to structure our discussion. Each section will be allotted 25 minutes and include both your presentation and DOE team members clarifying questions.*

Collect materials to take back to DOE, close this section of the day, perhaps whip around the room allowing people to share a quick reaction or perspective about the day.

3:00-4:00 Expanded Conversation with Additional Teachers and Principals

DOE Chair: *We have reserved the next hour for further discussion with additional teachers and principals of results of the survey administered to your teachers and principals through the University of Maine. Our discussion will be about the data and the selected focus questions for Core Standards 1, 2 and 3. These focus questions were completed by the SAU team and this session is an additional opportunity for input to these.*

Copies of the questions will be made available to the participants by the DOE Review Team so that written feedback on these questions can be provided to the SAU for their own planning purposes. The DOE Review Team will not collect this information but will facilitate the provision of the information to the SAU by providing handouts of the Focus Questions and conducting the discussion.

We have 1 hour for this session, so after opening remarks, we will have approximately 15 minutes for the discussion of each standard through its focus questions.

Agenda for this part: *Introductory Remarks*
*Review purpose of this session and explain the structure (*script and Handbook)
Review the Teacher/Principal Survey Data
Discuss overall agreement between SAU team placement and teachers and principals perspectives.
Conduct Open Conversation on Focus Question by Standard
Standard 1: Focus Questions 1 and 2 (State standard and questions first and then open conversation)
Standard 2: Focus Questions 1, 2 and 3
Standard 3: Focus Questions 3, 5 and 9
Closing Remarks by DOE Chair

SAU Self-Assessment Data Collection Form - Fall 2005

SAU:_____   **Visit Date:** _____

SAU Chair:_____   **DOE Chair:** _____

County:_____   **Superintendent's Region:** _____

Number of students served (circle):   0-500   501-1000   1001 and up

SAU Structure: (circle) SAD Union CSD Municipality UT

Association with Private-60% publicly funded (circle):   YES   NO

	Maintaining	M/E	Evolving	E/T	Transforming
1.1 Learning Results Alignment					
1.2 Shared Understanding of Targets of Learning					
1.3 Student Work in Decision-Making					
2.1 Supportive Interventions for Students					
2.2 Sound Instructional Strategies					
2.3 Access to Technology					
2.4 Instruction that is Responsive to Needs of Learners					
3.1 Data-Driven Accountability					
3.2 Purposes for LAS					
3.3 Focus on Informing Teaching and Learning					

SAU Chair Signature: _____   **Date:** _____

DOE Chair Signature: _____   **Date:** _____

SAU Review Visit
Concluding Conversation Protocol

Purpose

The purpose of this concluding conversation is to enable the presenting SAU an opportunity to talk about the impact of the work to date, and its needs for technical assistance.

Using the Protocol

The DOE Team Chair will facilitate the three parts of this protocol, keeping the entire conversation focused in a way that will be most helpful to the presenting group. The following questions are provided to assist SAU Team members as they prepare for this discussion. The SAU is encouraged to be as inclusive as possible of the perspectives of teachers and principals within the SAU's educational community and to facilitate their participation in this part of the process by soliciting written feedback on the Concluding Conversation form to inform their next steps and assessment of technical assistance needs. The SAU Team completes Concluding Conversation Data Collection Worksheet prior to the visit

Part I: Successes
The SAU Team presents their successes to the DOE Team. This part focuses on these questions:
- Describe 2 examples of how teaching and learning has improved in your district.
- What organizational practices had to change in order to make these successes happen?
- Were there other key leverage points that supported the changes?
- What evidence and/or data do you have that demonstrates the changes?
- How will you build upon or improve these successful practices?

The presenting SAU Team discusses the 2 successes, next steps and corresponding technical assistance needs listed on the Concluding Conversation Data Collection Worksheet.

Part II: Challenges
The SAU Team presents their challenges to the DOE Team. This part focuses on these questions:
- What are the top 2 challenges to improving teaching and learning that you are facing?
- How do you plan to address them?
- What are your next steps?
- What evidence or data have you considered in your planning?
- What type of technical assistance would be most beneficial?

The SAU Team presents the challenges, next steps and corresponding technical assistance needs listed on the Concluding Conversation Data Collection Worksheet.

Part III: Sustainability

The SAU Team discusses sustainability with the DOE Team. This part focuses on these questions:
- As a result of your district work, what programs, practices, or systems have you developed that you want to sustain?
- What evidence or data did you use to make your decision?
- What needs to be leveraged in order to enable future success?
- What practices are you going to discontinue?
- What are the budget implications?
- What strategies do you use to ensure that all stakeholders are informed and inside the learning organization loop?
- How do you know?

The SAU team presents sustainability, next steps and corresponding technical assistance needs listed on the Concluding Conversation Data Collection Worksheet.

The SAU will provide the DOE Review Team with a completed copy of the Concluding Conversation Data Collection Worksheet.

Concluding Conversation
Data Collection Worksheet

Part I   **Successes**

Success 1   _____

Success 2   _____

Next Steps/Corresponding Technical Assistance Needs
 (from list of possible Next Steps/Corresponding Technical Assistance Needs)

1   _____

2   _____

Part II   Challenges

Challenge 1   _____

Challenge 2   _____

Next Steps/Corresponding Technical Assistance Needs
 (from list of possible Next Steps/Corresponding Technical Assistance Needs)

1   _____

2   _____

Part III   **Sustainability**

Next Steps/Corresponding Technical Assistance Needs
 (from list of possible Next Steps/Corresponding Technical Assistance Needs)

1   _____

2   _____

SAU Name _____

DOE Team Chair_____

County: _____

Superintendent's Region: _____

Number of students served (circle):   **0-500**   **501-1000**   **1001 and up**

SAU Structure: (circle) SAD Union CSD Municipality UT

Association with Private-60% publicly funded (circle):   YES   NO

Possible Next Steps/Corresponding Technical Assistance Needs

As you complete the **Concluding Conversations Data Collection Worksheet**, you may wish to consider the following topics as you identify next steps to support your successes, meet your challenges, and ensure sustainability of your efforts.

Comprehensive educational planning for school improvement
Conducting useful needs assessments
Self assessment as a school/district improvement tool
Action planning
Understanding and implementing essential components of standards based reform
Local assessment system development and implementation
- developing, adapting and selecting assessments
- formative and summative assessment
- ensuring assessment quality, fairness, validity and reliability
- bias free, culturally and developmentally appropriate assessments
- rubrics/scoring guides
- benchmarking
- scoring sessions
- exhibitions
- portfolios
- using student work
- alternate assessments
- assessment accommodations
- integrating assessment with curriculum and instruction
- understanding the purposes of assessment
- developing performance standards/levels
Developing and implementing personal learning plans
Conducting student led conferences
Analyzing student achievement data to evaluate and inform curriculum and instructional
    decisions
Using achievement results to monitor student progress
Communicating expectations to students
Early identification of under-performing students
Learning Results alignment
- curriculum (lesson/unit plans) aligned with the *Learning Results*
- instruction aligned with the *Learning Results*
- assessment aligned with the *Learning Results*
Ensuring a rigorous and challenging curriculum in all 8 content areas of the *Learning Results*
Applied learning strategies
Creating integrated and authentic learning experiences
Interdisciplinary learning
Developing student codes of conduct

Possible Next Steps/Corresponding Technical Assistance Needs, continued

Professional development to deepen content area knowledge
Developing and implementing comprehensive guidance programs
Providing all students ample and equitable opportunity to learn
- Identifying and meeting the needs of under-performing students
- differentiation to meet diverse student needs and learning styles
- responsive approaches to individual learner needs
- research-based teaching strategies
- implementing accommodations effectively

Evaluating programs and practices
Using technology to enhance learning and ensure technology integration
Eliminating tracking practices/more effective methods of organizing for instruction
Building data-driven accountability systems
Establishing professional learning communities
Effective communication with staff and students and with parents and community: strategies,
    tools, technology
Establishing parent-teacher organizations
Shared leadership for school improvement
Stakeholder involvement
Reporting systems: Public reporting, standards based report cards, etc.
Establishing a standards based system for personnel training and development
- Professional development that supports the implementation of *Learning Results*
- Professional development based on identified needs
- Structuring and scheduling time for professional development
- Integrating technology with professional development
- Effective professional development plans

Coaching, mentoring and supervisory systems
Implementing effective teacher evaluation systems
Improving organizational culture, structures and schedules to support staff and students
Flexible and alternative scheduling strategies
Writing meaningful vision/mission statements
Writing effective policies and procedures
Effective budget planning and resource allocation
Building consensus for school improvement
Effective governance structures
Conducting effective meetings: public forums, community dialogues, board meetings, faculty
    meetings, councils, etc.
Other, as determined by the SAU…

SAU Self-Assessment and Review Team Participants

Instructions: Please provide names of SAU Self-Assessment and Review participants. Indicate participation with an (X) in the appropriate column(s). This completed document will be collected by the MDOE Team Chair.

Name	Role	SAU Self-Assessment Participant	SAU Review Team Participant

Please return completed form to MDOE Team Chair.

SAU Review Informational Webpage
www.state.me.us/education/lres/saureviews/

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  - ◆ Learning Results Rules Document
  - ◆ Grade Level Expectations (GLEs)
  - ◆ Comprehensive Assessment
  - ◆ MEA
  - ◆ NAEP
  - ◆ Alternate Assessment
  - ◆ Local Assessment

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SAU Reviews

Informational Letters:

- Letter #124, Education Committee Vote on LD 1424, An Act to Simplify Implementation of the Learning Results - 5/10/05
- Letter #5, Maine Learning Results District Review Team Invitation - 07/22/05
- Letter #13, SAU Review Process and Self-Assessment Tool - 08/19/05
- Letter #32, SAU Review Process - 09/08/05
- Letter #40, Update on School Administrative Unit (SAU) Review Process Pilots & Postponement of October 3, 4 and 5, 2005 Training for Review Team Members - 9/23/05

Law:

- Chapter 446 - H.P. 988 - L.D. 1424 - An Act to Simplify Implementation of the Learning Results

Links:

- Self-Assessment Tool For School Administrative Unit Review Process (PDF, 594 Kb)
- Focus Questions for Standards 1, 2 and 3 (MS Word)
- Concluding Conversation Documents (MS Word)
- SAU Team Participation Form (MS Word)
- Process and Protocol for SAU Review Site Visits (PDF)
- FAQ (to be posted)
- Local Assessment System
- Maine *Learning Results*
- Professional Teaching Standards (to be posted)
- *Learning Results* Planning Committee Part II - Indicators of *Learning Results* Implementation
- Achieving Results
- NEASC - secondary ones (to be posted)

We benefitted greatly from a review of the following:

- Arizona. Department of Education. Arizona Standards and Rubrics for School Improvement. 2003
- Assessment Continuum of Schoolwide Improvement Outcomes: Implementing the Components of Systemic Schoolwide Improvement. New England Comprehensive Assistance Center. 2002
- Claiming Opportunities: A Handbook for Improving Education for English Language Learners Through Comprehensive School Reform. The Education Alliance at Brown University, 2003
- Commission on Public Secondary Schools: Standards For Accreditation New England Association of Schools & Colleges, Inc. 2005
- Danielson, Charlotte. "Enhancing Student Achievement: A Framework for School Improvement." ASCD, 2002
- Georgia. Department of Education. Georgia School Performance Review. November, 2004
- Kentucky. Department of Education. Kentucky Standards and Indicators for School Improvement. May, 2004
- Shannon, G. S. & Bylsma, P. 2004. Characteristics of Improved School Districts: Themes from Research. Office of Superintendent of Public Instruction. Olympia, WA.
- Washington. State Department of Education. School Improvement Planning Process. 2004-2005
- Wyoming. State Department of Education. Wyoming State Standards and Accreditation Rubrics. 2002-2003

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